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ABSTRACT

This guide was designed for teachers to help students recognize and develop their responsibilities to society. The concepts focused on include: respect for citizenship, respect for people of other cultures, respect for people of all ages, respect for people who have a handicap, respect for work, respect for being a wise consumer, and respect for the environment and the need for conservation. Each concept presented offers information for teachers: the concept, purpose, background information, additional activities, and evaluation. A 19-item bibliography is included. (DB)

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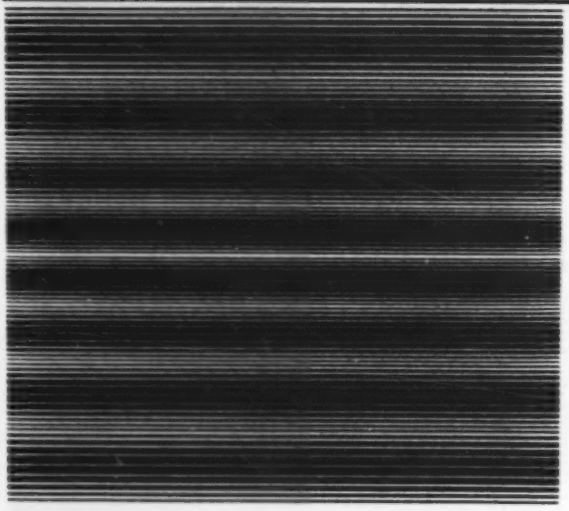

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INTRODUCTION
SOCIAL RESPONSIBILITY: A TEACHABLE SKILL

Recognizing social responsibilities is an important aspect of all educational processes. Education is the backbone of our society and educators are the means for strengthening and reaffirming the social responsibilities that have been handed down to us for over 200 years. Students are our most valuable resource; they are our hope for the future. Helping students to recognize and develop their responsibilities as social beings is a challenge for educators. The material in this publication has been developed for elementary teachers.

Our responsibilities as Americans have been clearly defined in the documents prepared by our forefathers. Basic beliefs to be cherished were given to us when they wrote the *Mayflower Compact*, the *Articles of Confederation*, the *Declaration of Independence*, and the *Constitution of the United States*. And just to ensure the citizens of the new world that the beliefs and goals so vital to life itself were clearly defined, they added the *Bill of Rights*. Concern for the human being and his right to survival and self-fulfillment pervades each document.

Many factors come into play as we help students recognize and develop their social responsibilities. For example — environment (home, school, and community); social factors (religion, education, economics); parental background (ethnic, economic, cultural); mass media (newspapers, magazines, TV, radio, billboard ads), all have a role in the effective social posture assumed by students.

In recognizing our social responsibilities we cannot overlook the influence of the media in today's world. Meade[1] has stated the situation rather succinctly.

> "The mass media are a major element in social change; they create styles and fashion, they shape political attitudes, they manipulate our attitudes and perceptions, they determine our heroes and our villains, and they contribute substantially to our frustrations."

With these words in mind, it becomes increasingly important for teachers to help students develop an overriding interest in current happenings and the facts which relate to them. We need to prepare students to interpret what the media are saying, and to help them to become adept at distinguishing fact from opinion, fact from fiction, and making comparisons.

In spite of the fast-changing pace of our lives; scientific and technological advancements far surpassing reality; the population explosion; the fluctuating economic market; the mobility of people and the need to re-establish firm roots; and changing family relationships;—human *needs* do not change. Comfort, respect, and creative fulfillment are much desired.

Our role as educators is primarily twofold: (1) To teach the skills of computation, reading, writing, social studies, and all other facets of the cognitive domain, and (2) to develop and strengthen character, through the skills of critical thinking, decision making, problem solving and recognizing social responsibilities.

There is no denying the fact that it is commendable to be proficient in mathematics, to read with understanding and to appreciate other cultures. There is no denying the fact, either, that learning to respect all people, wanting to be a good citizen, being sensitive to others, realizing that courtesy, fair-play and honesty, along with a desire for learning, play a major role in fulfilling life's goals.

As long ago as 1918, educators established the main objectives of education and called them the "Cardinal Principles of Education." They are:

PRINCIPLES	SOCIAL RESPONSIBILITIES
1. Health	Respect for physical fitness
2. Command of Fundamental Processes	Respect for learning
3. Worthy Home Membership	Respect for family
4. Vocational Efficiency	Respect for work
5. Citizenship	Respect for self and country
6. Worthy use of Leisure	Respect for leisure time activities
7. Ethical Character	Respect for self and others

[1]Meade, Edward J., Jr., *Life Skills in School and Society* (Association for Supervision and Curriculum Development, 1969), p. 49

Perhaps as teachers we need to reaffirm our belief in these principles and rethink our own philosophy of education. Inherent in each of these are the social responsibilities that would be included in the instructional content.

As in any process of education, the first consideration is the individuality of your students. Readiness for learning never ceases to be of prime importance, whether it be the cognitive or affective domain. We need to know about the students' physical, emotional, social, and mental characteristics. We need to know their learning potential. We need to know each student. Helping students to learn to act in ways that are socially acceptable hinges very much on the understanding and awareness of the child's maturity and learning potential. These factors influence the students' ability to recognize the need for developing and accepting social responsibilities.

A number of methods are involved in all teaching/learning situations. One example is the ability of the teacher to provide opportunities for the students to experience situations that make a decision necessary. Students need to know what is involved in making decisions. Making decisions means making up your mind, deciding what to do and making logical choices. One form of decision making might include the following steps:

1. Decide what you want to have happen and why.
2. Consider the difference between your present situation and how it would change if your decision materialized.
3. Think about alternatives and test them in your mind.
4. Choose the best idea and develop an operating procedure or plan.
5. Note the possible constraints that might prohibit your doing what you plan.
6. Re-examine your plan and see if you can eliminate some barriers and make your procedure more successful.
7. Put your plan into action.
8. Analyze what you did and ask yourself what you might have done to improve your plan.

Through experience and trial and error students will recognize the importance of carefully considering the problem and weighing their choices. They need to be guided into thinking about their needs, deciding upon alternatives, considering the possible outcomes and making a decision that provides a satisfying result.

The students can be reminded that they have been making decisions since infancy (what toy shall I play with?) and since the beginning of school (what shall I wear?) and that as they continue to grow and mature, decisions will have to be made — some insignificant and some vitally crucial. How they make decisions will have a profound effect on the kind of person they will grow to be and the manner in which they assume their social responsibilities.

Closely associated with decision making is the development of critical thinking. Louis J. Rubin said:

> ". . . when we ponder the skills most needed, we must not fail to attend to the capacities which breed social awareness and social concern, and we must not overlook those skills which enable one to judge what is worthwhile in life and what is not."[2]

Developing the skill of critical thinking becomes a part of all teaching experiences. Teacher questioning is the key to a critical response. Students need constant reinforcement in various types of critical thinking such as: recognizing the similar use of a given word; identifying the most important idea; being able to draw inferences; seeing the relationship between two pairs of ideas; and determining a time sequence.

Examples of ways to promote critical thinking could include:

HOW DO THE UNDERLINED WORDS DIFFER IN MEANING?

A democratic *form* of government is our heritage.

The job application *form* must be filled out correctly.

WHAT IS THE MOST IMPORTANT IDEA IN THE PREAMBLE TO THE CONSTITUTION?

"We, the People of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessing of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

WHAT DO YOU THINK IS THE VALUE OF DOUGH SCULPTURE IN THE WORLD OF WORK?

Dough sculpture — a craft first devised to instruct and delight kindergartners — has moved into the adult world. The transition from simple cookie cutter ornaments to designs, to wreaths, to palaces and to animal figures has been mostly a trial-and-error process of experimentation limited only by the kitchen artist's imagination.

Through the questioning process teachers will recognize the student's progress in using the skill of critical thinking — a skill most important in accepting social responsibility.

Considering all possible methods, the basic need for all people is the capacity to think, the ability to recognize problems and the skill to relate facts to them, and to be able to use and enjoy ideas.

In today's world we need to prepare students for the future. Children need to live and learn so that they will know, beyond all doubt, that life does have meaning. They will know that recognizing their social responsibilities will be a giant step toward self-fulfillment.

[2]Rubin, Louis J., *The Object of Schooling* (Association for Supervision and Curriculum Development, 1969), p. 23

TEACHER LEADER GUIDE

We are becoming increasingly aware of societal changes and the importance of guiding our students in acquiring social as well as knowledge skills. A significant part of all learning involves the interpersonal relationships so fundamental to life itself. Teachers need to recognize the opportunities to promote and develop social responsibilities and students need to recognize and appreciate the worth of such responsibilities.

Edward Meade, Jr. has enunciated five basic skills necessary for a worthwhile life:

The ability to reason

The ability to readjust oneself on one's own terms to cultural flux

The ability to control and spend one's time with intelligence and rewarding purpose

The ability to achieve and sustain rewarding relationships with others

The ability to persevere and extend one's uniqueness while participating harmoniously in the society[3]

SOCIAL RESPONSIBILITY: A TEACHABLE SKILL is designed to be used for independent study or by a teacher/leader working with a group of colleagues. It is suggested that teachers become familiar with the material in order to recognize priority needs in terms of learner problems and instructional methods and then decide upon a course of action.

Teachers working together will identify areas requiring further discussion, recognize particular needs of the school population and initiate activities to implement the content. Correlation with all subject areas is recommended.

Following are a few suggested strategies that teachers might find helpful in identifying strengths and weaknesses in the instructional program:

MINI-GROUPS/BRAINSTORMING

The main objective in this strategy is to secure a number of ideas relating to an identical problem. Groups should be kept small with a recorder appointed to note all ideas presented. The practicality of the idea is not of prime importance at this juncture.

After an elapsed time each mini-group presents its list of ideas and suggestions to the entire group. Similarities and differences should be noted. A return to each mini-group affords an opportunity to discuss, analyze and evaluate all suggested ideas and come up with a practical solution to the stated problem.

LOGS

Teachers may keep a daily log sheet on which they note ideas, questions and comments made by students. This may result in discussion topics when teachers meet to plan units or collaborative activities.

PEER TEACHING

A teacher or a group of teachers may plan and present a unit relating to a specific concept. This is an excellent opportunity to indicate the many correlation possibilities. Following the presentation, teachers may suggest additional activities as they relate to their own teaching situation.

LECTURE APPROACH

An outside resource person may be called upon to talk on a specified topic. This is an entire group activity. Teachers may plan ahead by listing questions that have surfaced. Another possibility is calling upon the expertise of a staff member.

BUZZ SESSIONS

This is less structured activity which uses small groups and allows for a more critical reaction to an identified topic. Personal judgments are more apt to surface in this kind of session. Results can be very rewarding inasmuch as all members are urged to participate.

The publication follows a simple format that includes the concept, purpose, background information, a teaching application, additional activities, evaluation, and a referenced bibliography. It should be noted that each concept is prefaced with the phrase *Respect for . . .* in order to emphasize the need for students to value their acceptance of the stated social responsibility.

While the content does not present revolutionary new ideas the concepts are those that need continuous reinforcement. Too often we assume that social responsibilities are inherent in all human beings. Societal changes indicate this is not so.

As teachers work and plan together the goal of helping students recognize their social responsibilities as they live and learn together becomes a reality.

[3]Meade, Edward, Jr., *The Changing Society and Its Schools* (Association for Supervision and Curriculum Development, 1969), p. 51

CONCEPT: *Respect for Citizenship*

PURPOSE:

Teachers will help students respect citizenship as a goal to be achieved and cherished.

BACKGROUND INFORMATION:

The goal of education is more than learning certain bodies of knowledge and the mastering of certain skills. It is hoped that students will grow in the ability to live happy, healthy lives. To do so means the ability to respect work, to develop desirable attitudes, intelligent self-control, good sportsmanship, respect for the rights of others, and respect for law and order. The ideal goal is for all peoples to think, plan and work together for the common good.

Citizenship encompasses many life-fulfilling obligations. Simply stated, these would include:

Being a good family member
Being a good neighbor
Being loyal to one's community, state, and country
Being a person who obeys the laws
Being a person who votes for good government

Understanding our national heritage and the freedoms with which we are endowed behooves us to continually develop an informed and active loyalty to America's democratic form of government.

Good citizenship is not taught in isolaton but becomes a part of every subject area. It becomes a part of each day's activities — from opening to recess to dismissal.

The concept of American democracy and the role of a good citizen was aptly stated by William Tyler Page when he wrote The American's Creed — (presented in the *Manual of Citizenship,* published by the Daughters of the American Revolution.)

> "I believe in the United States of America as a Government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign Nation of many sovereign States; a perfect Union, One and inseparable; established upon those principles of freedom, equality, justice and humanity for which American patriots sacrificed their lives and their fortunes.
>
> "I therefore believe it is my duty to my country to love it; to support its Constitution; to obey its laws; to respect its flag; and to defend it against all enemies."

TEACHING APPLICATION:

EXAMPLE	STRATEGY	SOCIAL RESPONSIBILITY
Voting	Role play a class election. Dispute issues. Panel discussion for other classes	Democracy — right of assembly — Citizenship

ACTIVITIES:

A discussion of the Bill of Rights will reinforce the magnitude of our rights as individuals. In such a discussion the point should be made that while we have basic rights, we also have basic responsibilities or duties to uphold those rights. The following are examples that illustrate this truth:

RIGHT	DUTY
The *right* to express an opinion — written or oral	The *duty* to study problems and issues very carefully in all areas pertaining to government.
The *right* to vote	The *duty* to support and respect duly elected officers
The *right* to worship according to one's own conscience	The *duty* to accord the same privileges to others
The *right* to own property	The *duty* to respect the property of others.

Students may enlarge upon these examples and include other rights and duties they see exemplified in the Bill of Rights. They might compose a Bill of Rights for their own classroom.

• Young people may find it difficult to recognize the fact that learning now about their community is a preparation for future expression of sound opinions.

A list of community resources could be put on the chalkboard or on chart paper. Explain that 3 to 5 people could sign up for a topic. The idea would be for each group to prepare questions and plan an interview with a person or group of people who had responsibilities in the particular area. Suggestions for assignments might include:

City council member (or comparable person involved in community government)

Social agency person (e.g. Family Service)

Urban renewal personnel

Judge in the local court

Superintendent of schools

Social security office person

Hospital administrator

Questions would include how young people could become more involved in local affairs. This kind of activity has a twofold purpose. The people interviewed would learn something about what is happening in the schools. Students could prepare tape recordings, plan panel discussions, prepare plans of action in terms of becoming more involved in community affairs. The results of the interviews and the students reactions could be forwarded to the community citizens involved.

• A rewarding experience for all students would be the opportunity to witness a jury trial. Care would have to be exercised in selecting the trial to be heard. Just a few hours in a courtroom can give students the chance to see democracy and justice in action.

• A review of the events leading to the writing and adoption of the Constitution of the United States reinforces the understanding and appreciation of this basic document of American democracy. Particular attention could be paid to the 26th amendment allowing eighteen-year-olds to vote.

From this discussion, the voting procedure could be elaborated upon. Having a class election following our nation's procedures is always a worthwhile experience.

• Another possibility is to debate an issue that is currently being discussed in the media with each side researching and presenting material in an effort to convince the President that their position is worthy of his consideration.

• Part of being a good citizen is being aware of how things can be improved in the school and in the neighborhood. From a general discussion students could list improvements they felt were needed. Guidance will be needed because students need to be aware of economic factors as well as the reasonableness of their suggestions. The list should include the name of the person or organization who would logically be responsible for taking action on the recommended improvement. Committees can be formed to carry out investigations. When the project has been completed reports should be made.

Opinions of others should be respected and it may be necessary to yield to the thinking of the majority as suggestions are accepted or disputed.

• Language arts activities help students develop critical and constructive thinking in attempting to solve some of democracy's problems. Information on current issues can be obtained by reading and studying newspapers and news magazines. Separating fact from fiction is a skill to be developed early in the students educational experience. Students will discover that the same news item often receives entirely different treatment. How to weigh problems and the suggested remedies becomes a skill based on the question — what is best for our country? our state? our community? It is not enough to recognize problems, the ultimate goal is to evaluate the situation and discover how citizens can help alleviate the concern.

• Write a newspaper editorial on "A Good School Citizen Is . . ."

• Plan a bulletin board of pictures of people who exemplify good citizenship. Three divisions could be used — local, national, world. Captions would explain why the selections have been made.

• Students could check the media center or library and begin a list of books that relate to the concept being discussed. Sharing their reading could take a variety of forms — e.g. oral discussion, pantomiming, dioramas, an upper-grade student reading to a lower grade student, and so forth.

EVALUATION:

Through a variety of activities involving cooperation, critical thinking, understanding the rights, duties and goals of a good citizen, students will recognize the importance of good citizenship to their own well-being and that of their fellow man.

CONCEPT: *Respect for People of Other Cultures*

PURPOSE:

Teachers will help students appreciate the fact that regardless of the differences that may exist, people the world over deserve consideration and respect.

BACKGROUND INFORMATION:

Concern for the development of mutual understanding among all peoples and an appreciation of their customs, traditions and ideas is a basic component of human relations education. For students to realize that our culture is only one among many is an important goal to be achieved. Such understandings, attitudes and feelings have their beginnings in the home — reinforcement continues in the school. Respect for all ethnic groups, for our parents, for our classmates, for all people, helps us to respect ourselves and become a better person in our own right.

TEACHING APPLICATION:

EXAMPLE	STRATEGY	SOCIAL RESPONSIBILITY
Thomas Jefferson and Harry Truman or John Adams and Herbert Hoover (choice of teacher and students)	Research and write a comparison of the issues in each administration. In lower grades compare the lives of the two in terms of background, education, and so forth.	Respect for other people's ideas, recognizing and accepting different backgrounds.

ACTIVITIES:

• Have the students select a foreign country to study. Allow time for reading and research, using almanacs, encyclopedias, social studies texts, and so forth. This may be an individual assignment or a group activity. In discussion let the students talk about those customs that stood out as being very different from our own. What might appear to be an insignificant item — for example, how people greet each other — is a very significant part of a people's culture. Religious beliefs, holidays, festivals, different foods, clothing, architecture are only a few of the features that will help students recognize that the needs of people are the same. Their way of satisfying these needs may differ from ours. The important point is for students to recognize that their respect for all people is based on the worth of each individual.

• Another approach might be to read a book about the lives of children in another country. Again, differences would surface that might appear to be strange to students. Reinforcing the ideas previously noted gives students a better perspective and, hopefully, a better understanding of the fact that ideas and traditions may differ. The lesson to be taught is the need to respect the customs and ideals inherent in other cultures.

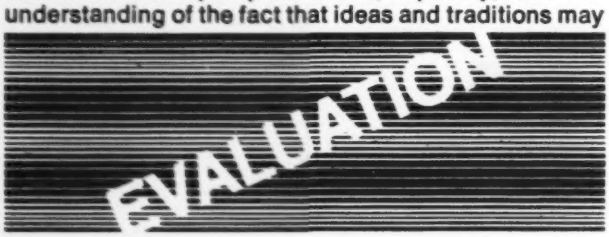
• Read aloud from a wide variety of folk tales of other countries to help children acquire the flavor of languages different from their own.

• Collect a group of 5 to 6 picture books of a country and have students in small groups read and discuss what likenesses and differences they have found in both text and illustrations.

• Discuss why there seem to be many different versions of the same folk tales.

• Plan a trip to a local museum or historical society and identify different ethnic origins indicated in exhibits.

• Have students outline a large map of the continental United States for the bulletin board. Use magazine and newspaper pictures or free-hand drawings to show different customs in our country. (e.g. Mardi Gras in New Orleans). Discussing the end result will show students that within our own country cultural patterns vary depending upon historical background and ethnic origin.



EVALUATION:

Through reading about people from other countries and other sections of our own country, students will recognize that while differences in cultures may exist, respect for all people is a social responsibility.

CONCEPT: *Respect for People of All Ages*

PURPOSE:

Teachers will help students appreciate the contributions to society that can be made by older as well as younger citizens.

BACKGROUND INFORMATION:

Today, many children are growing up in apartments and single family homes. They live in neighborhoods where only young to middle-aged persons are residing. Many times children believe older people are "strange" or different and fear them because they have little opportunity to get to know them. Grandparents may not be living or live far enough away that visits are limited. An acquaintance with the elderly will help children to better understand them and hopefully to become more considerate of them.

TEACHING APPLICATION:

EXAMPLE
A group of students are discussing a newspaper article about the financial problems encountered by the elderly.

STRATEGY
Using the article as a basis, divide the class into groups, allowing each to select a problem area they feel relates to "being old." Round-table formats would give students an opportunity to present their views and discuss conclusions.

SOCIAL RESPONSIBILITY
Older people have problems that must be understood and needs that must be met.

ACTIVITIES:

- Arrange for students to visit a nursing home or a senior citizen center. They might prepare a musical program, or plan a skit relevant to some area of study (language arts, social studies).
- Invite the grandparent of a class member to talk about his or her school experiences and social changes that have occurred in the grandparent's lifetime. Prior to the scheduled visit, have students prepare questions.
- If possible, invite senior citizens to read to younger children or tell their favorite stories.
- Investigate the possibility of having older citizens with special talents or hobbies to share their knowledge with the students (crafts, souvenirs from their travels, art, antiques, and so forth).
- Discuss the community's responsibility for the aging citizens. Make a survey of available facilities.
- Ask students if there are older citizens in their neighborhood who would appreciate having leaves raked, snow shoveled, or other chores done for them.
- If grandparents or other older relatives are living, make a commitment to write a weekly letter telling about school and home activities. If relatives are not available, "adopt" an older neighbor in order to carry out the activity.
- In the event there is a senior citizen or nursing home in your area, plan holiday decorations for trays or dining table. (Include Valentine's Day, Memorial Day, Independence Day, and so forth).

EVALUATION:

Through visits and social contact with older citizens, students will appreciate and understand the contributions made to society by members of this age group.

CONCEPT: *Respect for People Who Have a Handicap*

PURPOSE:

To help children come to understand that people who have physical, emotional, or intellectual handicaps make contributions to society and deserve consideration and respect.

BACKGROUND INFORMATION:

More and more schools are mainstreaming children into regular classrooms rather than segregating them into special classes. With this arrangement, the special children will be confronted with adjustments of living in an ordinary school world while the regular classroom children are learning of the unique problems that confront others with physical, intellectual and emotional handicaps. A deeper understanding of those who are deaf, blind, mute, crippled or have other problems must be initiated by the teacher.

The special needs of children with emotional and intellectual differences are less apparent and more difficult to understand. These children very often have severe limitations as to their ability to attend to a lesson, to respond to the natural pressures of work assignments, to control their emotions, and to communicate effectively with their peers. It will take patience and tolerance on the part of both teacher and pupil to maintain the desired classroom atmosphere. Yet both children with and without handicaps will learn from the experience of living and working together in a class.

Children should be treated as normally as their handicap will permit. An atmosphere of openness to successes and failures must be realized. Some children must try a little harder to succeed.

It should be noted that deaf children, for example, have a communication problem but their other activities and responsibilities proceed at a normal pace. Another situation when students and teachers sometimes need to take precautionary measures relates to the sympathetic desire to help a blind person. Recognizing when help is needed comes with experience and understanding. The blind student becomes the best teacher.

As in all human relationships, appreciating the feelings of others is paramount.

TEACHING APPLICATION:

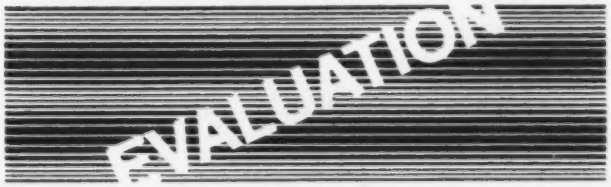
EXAMPLE
A deaf classmate is ridiculed

STRATEGY
Plan a library project where students research examples of the accomplishment made by people with hearing problems. Discussion might also reveal personal knowledge applicable to this or other handicaps.

SOCIAL RESPONSIBILITY
Recognizing the need to accept another's disability.

ACTIVITIES:

- As game time approaches, discuss with your students how a suggested game might be changed in order to be fair for all participants. Such a procedure could indicate an understanding of the handicapped person as well as providing an outlet for creative suggestions.
- Provide books in your classroom that have characters who are physically, emotionally or intellectually different.
- Develop a unit on the five senses with emphasis on what happens when one of the senses is missing. This could be a group activity by assigning each group one of the senses.
- If there is a school for the deaf or blind in your area, plan a visit to observe the activities taking place.
- Perhaps there is a resource person in your community who has a handicap and who would be willing to talk to your students about problems and successes.
- Art projects could be selected so that all students can participate in some part of the activity.
- Have students conduct a survey of the school building and list changes that would help the handicapped (e.g. height of drinking fountains, positioning of the pay telephones, convenience of lavatory facilities, and so forth). Students would pool their findings and would make recommendations as to how changes might be made.



EVALUATION:

Through reading, research, and related activities, students will realize that those among them who have a handicap need understanding and acceptance.

CONCEPT: *Respect for Work*

PURPOSE:

Teachers will help students appreciate the fact that the work ethic is a contributing force in "life, liberty, and the pursuit of happiness."

BACKGROUND INFORMATION:

Work has many implications. Some good, some bad. Positive attitudes toward work are a prime requisite for understanding its importance and necessity. Students need to be made aware of the fact that they will probably spend at least 40 years of their life in the work arena. In developing a respect for work, students must think about its meaning and its role in self fulfillment. They need to understand that all jobs contribute to society.

Education as preparation for work and a career is a goal to be considered by all teachers and by all students. In the elementary school, a career decision can not in any way be a firm decision. However, talking about and reading about the kinds of work people pursue helps the student think about himself in relationship to the world of work.

It is in the elementary school where the basic skills for all kinds of occupational success are supposedly taught. As educators we need to impress upon our students the importance of all school subjects if job preparation is to be successful.

Parents have a right and a responsibility to care about work and to influence attitudes which their children develop toward work and toward education. The relationship existing between work and education needs to be recognized.

It is important for teachers to become familiar with the kinds of work available in their particular area. Educators who have been involved in summer jobs provide added impetus to the importance of the work ethic.

Career awareness is a major component of the world of work.

A thoughtfully designed career education program — a part of all areas of the curriculum — should suggest that the student will be able to:

1. Discuss personal interests as they relate to work and play behaviors.
2. Distinguish among people who work with others, ideas, or things.
3. Recognize worker independence within the home, the school, and the business community.
4. Show connections between school subjects and employment.
5. Role play or visually depict the worker personality associated with people who produce goods or services or both.
6. Consider the many reasons why people work.
7. Attach worth and value to all who work, either for themselves or for others.[4]

Preparing students to function effectively in productive jobs is a basic responsibility of education.

TEACHING APPLICATION:

EXAMPLE
My father's a highway patrolman

STRATEGY
Students may divide into three groups with the topics — Highway Patrolman, Traffic Policeman, School Crossing Guard. Through research, students will list job qualifications for each category. Discussion will bring out likenesses and differences. Particular note should be made of the importance of the school crossing guard.

SOCIAL RESPONSIBILITY
Respect for work

[4]Hoyt, Kenneth B. et al., *Career Education and the Elementary School Teacher*, (Olympus. 1973) p. 31

ACTIVITIES:

• An important step in introducing the importance of respect for work would be to ask your students for their definition of work. What does work mean to them? How does their family regard work? Is a job only a way to earn a living or do some people seem to really enjoy what they are doing?

Listen to the responses. It might be appropriate to make headings and note comments on the chalkboard.

It would be wise to dispel any notion that only a particular kind of work is worthwhile; for example, that professional employment is better than working as a carpenter or bricklayer.

• This would be a good spot to talk about attitudes toward work. For example, if you are a newspaper delivery boy do you feel you're contributing to the success of the newspaper when you are punctual, keep correct accounts, collect on time and so forth?

• Below is a list of working attitudes. Have your students react to each one.

ANALYSIS OF WORKING ATTITUDES IN SCHOOL

Attitude Toward	Important	Not Important	Not Sure
1. Being on time			
2. Being interested			
3. Being polite			
4. Being pleasant			
5. Being dependable			
6. Being enthusiastic			
7. Being careful of equipment			
8. Being accurate			
9. Being aware of rules			
10. Being thorough			

Further discussion should lead to a general consensus relating to the part attitudes play in performance whether it be in outside work or in the regular school curriculum.

• The respect for work concept lends itself to field trip activities where students may visit factories, offices, construction sites, sewage disposal plants, sanitation department, and hospitals to observe a variety of occupations and to recognize the importance of each individual's contribution.

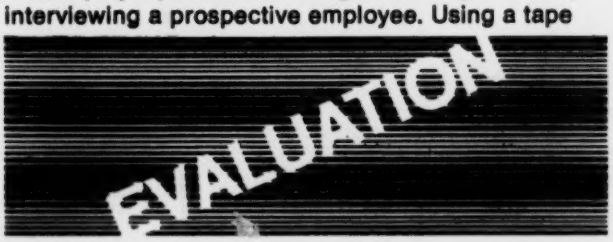
• Younger children might visit a supermarket or store in the immediate area and list the different job opportunities — from manager to carry-out.

• Role play a personnel manager of a large industry interviewing a prospective employee. Using a tape recorder have students decide whether the person interviewed would be likely to get the job.

• Make up an application form for a job of the student's choosing. Exchange papers and complete the form. Additions and omissions will be added following discussion.

• Ask students to be responsible for specific school related jobs. Cautionary steps need to be taken in order to make sure students do not see the assignment as "busy work." Stress the importance of cooperation, responsibility and the fact they are demonstrating basic work concepts.

A challenge to educators is to help prepare all students to have a desire to develop those characteristics that are desirable in an employee.



EVALUATION:

Through discussion, research, analysis of work attitudes, and field trips, students will come to appreciate the importance of work and better understand the social responsibility inherent in the work ethic.

CONCEPT: *Respect for Being a Wise Consumer*

PURPOSE:

Teachers will help students develop skills, attitudes and understandings that contribute to personal satisfaction, consumer competence, and social responsibility.

BACKGROUND INFORMATION:

"How we live, how we spend our money, and how we spend our time have an effect on the economy, the community, and the environment. Each of us is a unit in the nation's economy, and the ways in which we earn and use money have an impact on the economy. That impact can be guided through education. We can learn to use our money in ways which help to keep the economy stable. We can learn to use our time and resources to improve the quality of life in our communities and in the total society." (California State Department of Education, Sacramento, 1974)

Today, most students received their initial introduction to consumer education through TV. Commercials involving toys, foods, toothpaste, bicycles, and so forth — all commodities which interest students — stress the one word "buy."

Teachers have a responsibility to help students become competent consumers. In other words, provide experiences so that the student will think before he buys and evaluate his decision.

Reinforcing one type of a decision-making skill becomes a basic element in the teaching process. One possibility would include the following steps:

- define the problem (what is wanted)
- identify goals (why purchase now)
- consider alternatives (this or that, now or later, here or there)
- analyze the consequences (what might happen if purchase is or is not made)
- choose the best solution (make decision and accept it — evaluate for future use)

Part of consumer efficiency involves some knowledge of the quality of competitive goods and services. The fundamentals of money management and credit are helpful. Planning and budgeting become useful tools. And most importantly, the wise consumer learns how to use and maintain the purchase he has made.

Economic factors have a leading role in the drama of life. The economy provides goods and services for consumers, income for workers, profits for business and revenue for governments. Not to be ignored is the fact that government plays a vital role in the economy through taxing and spending policies.

TEACHING APPLICATION:

EXAMPLE	STRATEGY	SOCIAL RESPONSIBILITY
Classroom purchase	The PTA has given each classroom $10 to use as they wish. Provide each student with a chart headed "Article/Cost/Purpose/Use." After chart has been completed, ask two or three students to make a summary chart eliminating duplication. Use the overhead to project the chart and allow the class to discuss selections. A closed vote could decide the final decision.	Respect for being a wise consumer.

ACTIVITIES:

• Being a wise consumer incorporates certain rights, and they include: the right to choose; the right to be heard; the right to safety; the right to be informed; and the right to be protected.

Responsibilities in each category would include the following:

RESPONSIBILITY	REINFORCEMENT ACTIVITIES
Right to Choose Recognize income limitations Be selective Be honest in dealings Treat merchandise with respect	Clip advertisements from newspaper or magazine for an item each student would like to purchase (e.g., bicycle, particular item of clothing, and so forth). Have students select which item they would ultimately buy and from what store. On the basis of the headings under "Right to Choose" list comments on the chalkboard. Thoroughly discuss the pros and cons and let students decide what solutions were most suitable and whether or not their choice was a wise one.
Right to be Heard To make suggestions for product improvement To know where to go for help To voice complaints and satisfactions	Using the same article as above or selecting another, role play the situations listed under "Right to be Heard." Groups could be assigned a topic and each group assign a role for each member. These situations would be presented to the class as a socio drama. Discussion would follow as to the feasibility and accuracy of each presentation.
Right to Safety Follow use and care instructions Examine merchandise for safety features Report unsafe products	Develop a questionnaire that would incorporate all aspects of the 3 items listed. Distribute to other classes for completion. Tally the responses and send the results to the respondents with a paragraph indicating what you think would have been the most appropriate answers.
Right to be Informed Analyze advertisements Keep informed about new products Check care instructions before buying Seek additional information if necessary	Plan a format similar to the TV "Meet the Press" program. Have the panel represent an advertising executive, a manufacturer, and a Chamber of Commerce representative. Students would question panel members relative to statements listed under "Right to be Informed." As a culmination an opinion poll could be taken indicating which panel member contributed the most valuable information.
Right to be Protected Be informed of one's rights Be informed and respect existing laws and standards Accept responsibilities as a voter Support voluntary organizations	Invite a local attorney to speak to the class on the topics relating to protection. A round table format would be appropriate. Students would have predesigned questions to discuss with the speaker.

• Ask students to write a paragraph describing the last article they bought individually. Have them include answers to the following:

- when they bought it
- why they bought it
- what influenced their choice
- would they buy it again — why or why not
- has it lived up to their expectations

Reading aloud some of the paragraphs would give students a chance to comment on the practicality of the decisions made. Was a decision-making process involved? Was the purchase made because of need? Because of want? Did this purchase emphasize the importance of more thoughtful planning before buying?

• Research projects give students an opportunity to develop independent thinking and to improve in their ability to make decisions. Students in groups or individually could visit different stores and do a price survey on a particular item. An interview with each store manager could provide background information. Also reading in magazines and newspapers relative to price changes would be helpful.

Information collected could be taped and presented to the class for comments and conclusions. An overhead projector could be used to show graphs or charts.

• Community resource people are a valuable asset to students' understanding of the many facets of consumer adequacy. For example, a business person could discuss the procedures practiced in his/her company in order to meet consumer needs. Or a department store clothes buyer could explain the problems involved in selecting items that will meet the current needs of the potential buyer.

Consumer choices are influenced by many factors and students need to be made aware of the fact that becoming a wise consumer is a social responsibility that improves one's self image.

EVALUATION:

Through research, interviewing, and setting priorities for needs and wants, students will become aware of and respect the goals essential to being a wise consumer.

CONCEPT: *Respect for Our Environment and the Need for Conservation*

PURPOSE:

Teachers will help students understand that conservation is a part of all living and learning and important to the well-being of the community and the nation.

BACKGROUND INFORMATION:

It is vitally important to recognize essential environmental generalizations such as:

All living things, including people, are interdependent — with one another and with their environment.

Natural resources undergo continuous change; nothing in the living world remains static.

Man depends primarily on renewable natural resources for survival; his use and care of them in accord with ecological principles determine his own fate.

Natural resources and ecological systems have specific capabilities and limitations; the rate of natural resource use depends largely on the economy, the population and the degree of industrial development of a nation.

Environmental quality is defined and determined by the people within the context of cultural, social, economic, and political values.

Conservation education involves all phases of the curriculum. It is not new but the emphasis has shifted in recent years. People are becoming more aware of the fact there is a need to understand how important conservation is to the well-being of the community and the nation.

TEACHING APPLICATION:

EXAMPLE
The energy crisis.

STRATEGY
Have students bring in newspaper clippings, magazine articles, or excerpts from speeches relating to the energy crisis. Categorize the articles into headings suggested by the students. Divide into groups and organize a "cabinet" meeting to discuss the problem. Plan a bulletin board and place material under "Facts" and "Conclusions."

SOCIAL RESPONSIBILITY
Respect for conservation.

ACTIVITIES:

• A general discussion on the meaning of conservation — what is it, is a beginning. One definition states that it is the use, care, and protection of the land and other resources. Students may develop their own definition after the general discussion.

• Group assignments involving research could include:

Using land for things it can do without wearing it out.

Conserving water:

Soil and water conservation practices that help to reduce run-off and soil loss.

Conserving wildlife:

How can city people conserve resources.

Group presentations could include visuals such as maps, posters, and drawings to illustrate their findings.

• Plan a panel discussion on "Why are Governments Interested in Conservation?"

• Have three sheets of paper taped on the chalkboard and ask students to sign up for one of the three topics — Coal, Natural Gas and Oil. Depending upon the size of your class, limit the number under each heading in order to ensure adequate coverage of each topic. Working in groups, students will research their topic in terms of today's energy picture. Upon completion, a round-table discussion will reveal some of the problems we are facing in terms of energy conservation. Older students could plan an assembly program for all students and using transparencies, charts, and so forth, explain the seriousness of the energy situation.

• Along the same line, students could research other sources of energy and using charts and graphs show how these sources could be used in the future.

• Either in groups or individually have students outline some of the things that people in ancient and foreign lands have done about conservation. (An example would be how Holland reclaimed land from the sea).

• Again, field trips to places available in your community provide first-hand experience and an opportunity to ask questions.

• Students could build a model farm to show conservation practices. Perhaps it could be displayed in a central location where all students could view it.

• Practicing parliamentary law could be incorporated through the formation of a conservation club.

• Outdoor education experience is always worthwhile and will enrich and complement the regular school curriculum. If you are fortunate enough to have a wooded area surrounding, or close to your school, many activities are possible. Students could plan and implement a nature trail labeling trees and shrubs.

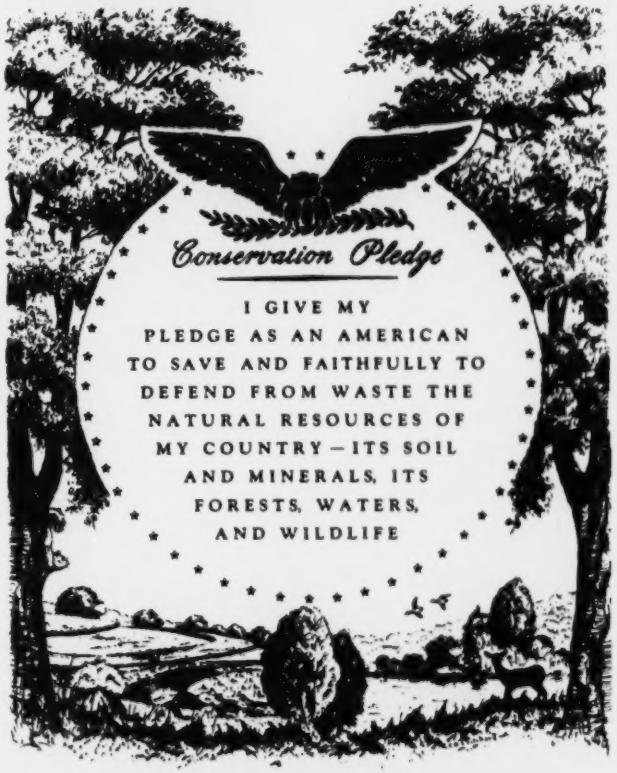
• Observing insects would help dispel the thinking that all insects are pests.

• Students could collect samples of different soils, plants, seeds, and wildflowers for a correctly identified display.

• One or more groups might make a balanced terrarium. The bulletin board could be used to exhibit charts and drawings of the steps involved and the materials used.

• Students who have cameras might take pictures and present an illustrated talk to the class.

• Articles for the student newspaper could emphasize the importance of conservation and how all students could become involved.



• Students may create an original design for the conservation pledge.

• As ideas surface in discussing this unit, students may make up their own pledge with emphasis on their present school environment.

Teachers need to be constantly aware of opportunities to include environmental learnings in all phases of the curriculum.

EVALUATION:

By demonstrating the particular skills of problem-solving and critical thinking, students will be able to understand that their own well-being depends upon the conservation of natural and man-made resources.

OTHER TEACHING APPLICATIONS:

EXAMPLE	STRATEGY	SOCIAL RESPONSIBILITY
Vandalism (broken windows in the school)	Small group or large group discussion. How can vandalism be avoided in the future? Suggest organizing activities where students can take preventive measures.	Respect for property
Loss of control (crying)	Pantomime a situation in which a student received a grade considerably lower than expected and finds himself in tears. (Another kind of situation may surface in the classroom.)	Respect for maintaining self-control
Two good friends have an argument and refuse to speak	Use a debate-type format, let each side state reasons for argument. Moderator asks for written note as to solution to the problem.	Respect for tolerance
Personal collage	Students think about different answers to "Who Am I?" Supplies are given to students. May be shared. (Paper, magazines, and so forth) Titles may include: "Favorite things I own are . . ." "I love to . . ." "Sometimes I feel like . . ."	Respect for understanding one's self (good self-concept)
Describe a personality selected from a book you are reading	This could take the form of an oral presentation. Students and teacher should question the presenter as to the recognized characteristics.	Respect for kindness, gentleness, honesty, and so forth
Feelings vocabulary	Large magazine pictures of people doing different activities and showing different emotions. Can act out simple words.	Respect for other people's feelings
People I admire	List desirable qualities they observe in other people. For example, list three people who are successful, who work hard, who are honest, who treat others fairly, and so forth.	Respect for courage, success, and understanding
Do you know your friends?	Have students list names of five to ten friends, leaving blanks after each name. Give students a list of statements, e.g. List three activities you both enjoy. List two activities that you enjoy but your friend doesn't. Write the name of a hero that each friend admires. . . . Have students go to each friend and check for accuracy of answers. Discussion could follow with questions like — "How difficult is it to know your friends?" and so forth.	Respect for appreciating friendship

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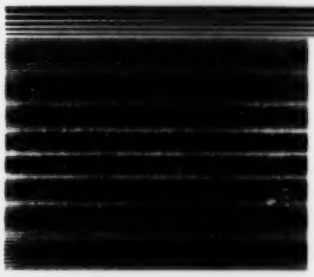

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